

E B Morse Elementary

200 Parkview Drive
Laurens, South Carolina 29360

Grades	PK-5 Elementary School	
Enrollment	572 Students	
Principal	Kathy B. Weir	864-984-7777
Superintendent	Edgar C. Taylor	864-984-3568
Board Chair	Charlie Short	(864) 681-3664

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	29	62	10	1

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 18 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Average	N/A
2003	Average	Unsatisfactory	No
2004	Good	Good	Yes
2005	Good	Below Average	No

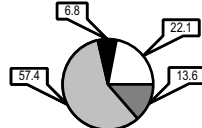
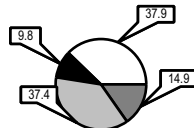
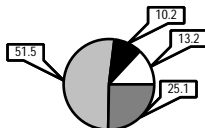
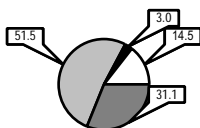
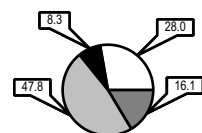
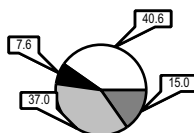
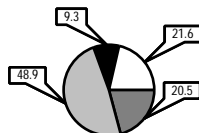
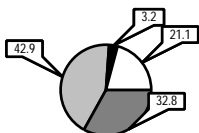
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

99.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	252	100.0	14.5	51.5	31.1	3.0	43.8	Yes	Yes
Gender									
Male	136	100.0	19.5	51.6	27.3	1.6	40.6		
Female	116	100.0	8.4	51.4	35.5	4.7	47.7		
Racial/Ethnic Group									
White	106	100.0	8.8	43.1	42.2	5.9	57.8	Yes	Yes
African American	145	100.0	18.2	58.3	22.7	0.8	33.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	203	100.0	8.0	51.6	37.2	3.2	51.1		
Disabled	49	100.0	40.4	51.1	6.4	2.1	14.9	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	252	100.0	14.5	51.5	31.1	3.0	43.8		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	252	100.0	14.5	51.5	31.1	3.0	43.8		
Socio-Economic Status									
Subsidized meals	172	100.0	18.7	57.4	22.6	1.3	36.1	No	Yes
Full-pay meals	80	100.0	6.3	40.0	47.5	6.3	58.8		

Mathematics – State Performance Objective = 36.7%									
All Students	252	100.0	13.2	51.5	25.1	10.2	51.5	Yes	Yes
Gender									
Male	136	100.0	17.2	53.1	18.0	11.7	47.7		
Female	116	100.0	8.4	49.5	33.6	8.4	56.1		
Racial/Ethnic Group									
White	106	100.0	10.8	39.2	35.3	14.7	62.7	Yes	Yes
African American	145	100.0	15.2	60.6	17.4	6.8	43.2	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	203	100.0	7.4	54.3	27.1	11.2	56.9		
Disabled	49	100.0	36.2	40.4	17.0	6.4	29.8	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	252	100.0	13.2	51.5	25.1	10.2	51.5		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	252	100.0	13.2	51.5	25.1	10.2	51.5		
Socio-Economic Status									
Subsidized meals	172	100.0	14.2	58.7	19.4	7.7	41.9	Yes	Yes
Full-pay meals	80	100.0	11.3	37.5	36.3	15.0	70.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	252	100.0	37.9	37.4	14.9	9.8	24.7
Gender							
Male	136	100.0	46.9	31.3	11.7	10.2	21.9
Female	116	100.0	27.1	44.9	18.7	9.3	28.0
Racial/Ethnic Group							
White	106	100.0	14.7	43.1	24.5	17.6	42.2
African American	145	100.0	55.3	33.3	7.6	3.8	11.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	203	100.0	34.0	40.4	16.0	9.6	25.5
Disabled	49	100.0	53.2	25.5	10.6	10.6	21.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	252	100.0	37.9	37.4	14.9	9.8	24.7
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	252	100.0	37.9	37.4	14.9	9.8	24.7
Socio-Economic Status							
Subsidized meals	172	100.0	48.4	36.8	10.3	4.5	14.8
Full-pay meals	80	100.0	17.5	38.8	23.8	20.0	43.8

Social Studies							
All Students	252	100.0	22.1	57.4	13.6	6.8	20.4
Gender							
Male	136	100.0	25.0	56.3	10.9	7.8	18.8
Female	116	100.0	18.7	58.9	16.8	5.6	22.4
Racial/Ethnic Group							
White	106	100.0	8.8	56.9	20.6	13.7	34.3
African American	145	100.0	32.6	57.6	8.3	1.5	9.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	203	100.0	18.1	59.6	14.4	8.0	22.3
Disabled	49	100.0	38.3	48.9	10.6	2.1	12.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	252	100.0	22.1	57.4	13.6	6.8	20.4
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	252	100.0	22.1	57.4	13.6	6.8	20.4
Socio-Economic Status							
Subsidized meals	172	100.0	27.1	59.4	11.0	2.6	13.5
Full-pay meals	80	100.0	12.5	53.8	18.8	15.0	33.8

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	96	100.0	13.0	34.8	35.9	16.3	52.2
	4	81	100.0	24.4	44.9	29.5	1.3	30.8
	5	98	100.0	23.3	46.7	27.8	2.2	30.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	83	100.0	15.8	44.7	32.9	6.6	39.5
	4	89	100.0	11.8	49.4	37.6	1.2	38.8
	5	80	100.0	16.2	60.8	21.6	1.4	23.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	96	100.0	6.5	56.5	27.2	9.8	37.0
	4	81	100.0	11.5	51.3	25.6	11.5	37.2
	5	98	100.0	18.9	46.7	21.1	13.3	34.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	83	100.0	22.4	53.9	15.8	7.9	23.7
	4	89	100.0	7.1	48.2	31.8	12.9	44.7
	5	80	100.0	10.8	52.7	27.0	9.5	36.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	83	100.0	32.9	34.2	23.7	9.2	32.9
	4	89	100.0	35.3	41.2	12.9	10.6	23.5
	5	80	100.0	45.9	36.5	8.1	9.5	17.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	83	100.0	22.4	55.3	13.2	9.2	22.4
	4	89	100.0	11.8	62.4	21.2	4.7	25.9
	5	80	100.0	33.8	54.1	5.4	6.8	12.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 572)				
First graders who attended full-day kindergarten	100.0%	Up from 91.0%	100.0%	100.0%
Retention rate	5.8%	Down from 12.0%	3.8%	3.0%
Attendance rate	96.1%	Down from 96.5%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.4%	Down from 5.1%	3.8%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.0%	Down from 2.6%	3.3%	3.2%
Eligible for gifted and talented	6.5%	Down from 7.3%	10.7%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.5%	Down from 8.7%	9.0%	8.2%
Older than usual for grade	5.8%	Down from 6.0%	1.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 37)				
Teachers with advanced degrees	40.5%	Up from 38.5%	51.4%	52.6%
Continuing contract teachers	78.4%	Down from 87.2%	84.2%	83.3%
Highly qualified teachers	97.2%	Down from 100.0%	94.6%	93.5%
Teachers with emergency or provisional certificates	3.0%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	80.3%	Up from 77.2%	87.1%	87.0%
Teacher attendance rate	94.3%	Down from 94.9%	94.7%	95.0%
Average teacher salary	\$38,826	Down 0.3%	\$41,504	\$41,703
Prof. development days/teacher	20.1 days	Up from 15.0 days	13.1 days	12.8 days
School				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio in core subjects	17.8 to 1	Down from 18.5 to 1	18.5 to 1	18.8 to 1
Prime instructional time	88.7%	Down from 90.6%	89.1%	89.8%
Dollars spent per pupil*	\$5,305	Up 3.6%	\$6,017	\$6,242
Percent of expenditures for teacher salaries*	62.5%	Down from 63.7%	65.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	92.9%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

E. B. Morse Elementary School has had another year of "Growing and Learning . . . Together." Students, teachers and families have found that working and learning together make a difference for student achievement. We have also enjoyed celebrating our accomplishments.

During this school year E. B. Morse Elementary School has received recognition for our accomplishments in several ways. We made Adequate Yearly Progress (AYP) as defined by the federal "No Child Left Behind" legislation. All of our identified groups of students made the achievement gains required, and we met all other expectations.

Our school report card indicated scores of Good for Absolute Achievement and Good for Improvement. We received a Palmetto Silver Award for reaching these scores. As part of the award we received \$2,569 that we used to recognize the hard work of our students. Additionally, the South Carolina Education Oversight Committee recognized our school for making achievement gains with typically underachieving students.

E. B. Morse is a Title I School-wide Project School. With the federal money that we received as a Title I school, we have purchased many classroom materials to support reading and mathematics instruction. We have also added a second computer lab that will be used by all classes for research and writing.

We have completed our second year using the Measures of Academic Progress (computer assessment program) with our second through fifth grade students. The information that we gained on students through this testing was analyzed and used by classroom teachers for providing appropriate instructional opportunities for all students. We are better at assisting students to make achievement gains when we know more about what they know and how they learn.

Professional development continues to be a focus for our school. Our Literacy Coach has led a literacy study group this year. Twenty-five teachers committed to studying the current research on how students improve reading and writing skills. Professional materials were made available for teachers, and classroom books were made available for students to support what the teachers learned. Our Math Coach has brought best practices in mathematical understanding to our teachers. Teachers are changing from a process approach to teaching math to developing a conceptual understanding of math with students. Kids are having fun learning math, and they understand it better!

Ruby Todd, first grade teacher, was our Teacher of the Year. Grant awards of over \$200,000 have come to our school to support improved student achievement. Several teachers completed Master's degree programs during the year.

Our challenge is to provide for our students so that they continue to learn and make academic progress. We are dedicated to the belief that all of our students can learn when provided learning experiences designed to meet their needs. We have much to be proud of at E. B. Morse Elementary School.

Kathy B. Weir, Principal
Elizabeth Towles, School Improvement Council

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	38	76	37
Percent satisfied with learning environment	83.8%	82.9%	69.4%
Percent satisfied with social and physical environment	83.3%	84.2%	52.8%
Percent satisfied with school-home relations	63.9%	82.7%	60.0%

*Only students at the highest elementary school grade level at this school and their parents were included.